DOCUMENT RESUME

ED 100 863 95 SP 008 776

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TITLE Chicano Culture (Instructor's Manual).
INSTITUTION Houston Univ., Tex. Coll. of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
NOTE 23p.

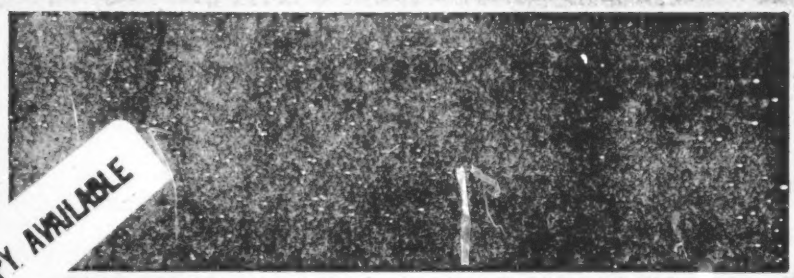
EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Activities; Biculturalism; Instruction; Mexican Americans; Performance Based Teacher Education; *Supervisors; *Supervisory Activities; *Teacher Interns

ABSTRACT

This module provides instructions for implementing the role of facilitator, or middle man, between instructional activities and teacher interns. These suggestions are: (a) read the component and modules carefully, (b) establish evaluation criteria, (c) identify and gather materials and equipment needed for each molule, (d) package materials together for each module and place in a central location, (e) identify support personnel, (f) devise a method of keeping track of intern progress and problems, (g) establish grading procedures, (h) schedule regular meetings of all support personnel to disseminate intern feedback, and (i) establish module evaluation procedures. A list of equipment, publications, records, films, and filmstrips and a bibliography of bicultural materials are included. (PD)

Appendix A. XIII

Competency-Based Teacher Education



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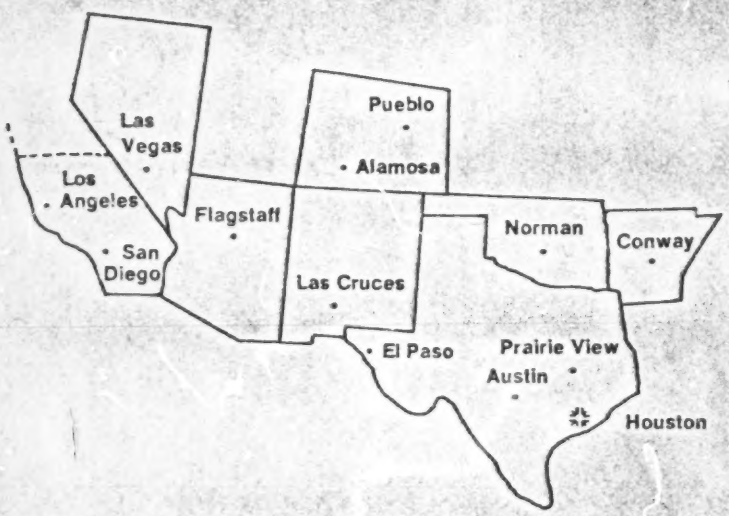

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CHICANO CULTURE

(INSTRUCTOR'S MANUAL)

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IMPLEMENTATION GUIDELINES

Three modules of the Chicano Culture Component are at the "field-testing stage of development." The module for Tract III was completed during the conference in Houston in January. The other two modules were discussed, but not finalized. The objectives and activities for these modules were reworded and/or rearranged to be more consistest with the standard format, and "holes" in the prospectus such as rationale, purpose, prerequisites, assessment and over-view were filled in by the Module Consultant after the close of the conference.

For this reason, Modules I and II are still to be considered under development and suggestions for modifications should be made to the Module developers.

The implementor's role in the Module is that of facilitator; the "Middle-man" between the instructional activities and the intern. Some suggestions that might make your role easier are listed below. A bibliography of sources, compiled by Module developers, is attached. For further information and sources, contact the developers or Reyes Mazon, Director, Teacher Corps Assistance Project, Center for Communications Research, School of Communication, The University of Texas at Austin, Austin, Texas 78712, Phone 512/471-4101.

I. Read the component and each of the Modules carefully.

II. Establish evaluation criteria

Since terminal objectives in each of the modules require specific information about local barrios,

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the criteria for each terminal objective must be established locally. Your first step as implementor should be to list the specific criteria for evaluating each objective.

III. Identify and gather materials and equipment needed for each module (See attached bibliography for sources)

IV. Materials for each module should be packaged together if possible, catalogue materials, identify by module name, number, make materials and equipment available in a central location if possible.

Post notices to inform interns of location of modules and equipment.

Devise some type of check-out system or establish rules for use of materials.

Make multiple copies of materials available if possible (these have a way of disappearing or not being available when interns need them.) Identify alternate materials and notify interns of changes.

V. Identify support personnel needed for interviews, conferences, materials center, evaluation. Post interview and conference schedules so that interns can be sure of seeing team-leaders, instructors, community personnel, etc. when needed without long waits and futile searches. (Rates high on the frustration list).

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VI. Devise some method of keeping track of intern progress and problems, regularly scheduled seminars help. If this is not possible, schedule individual conference at regular intervals.

VII. Establish grading procedures

If grades are to be assigned decide what grading system will be used, on what basis the grades will be determined and notify students before they begin.

VIII. Schedule regular meetings of all support personnel - to disseminate intern feedback (problems, progress, etc.) and to insure consistency in the information interns receive.

IX. Establish module evaluation procedures (for each module)

List specific implementation problems such as inability to indentify recommended materials; areas where instructions provided in module were not clear; inadequacy of evaluation criteria (evaluators have difficulty deciding whether or not objective has been met, pointing out specific areas where interns did not meet criteria).

Record implementor time for each module.

Identify areas where implementor was not sure of instruction or of his role.

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RECOMMENDED MATERIALS

Equipment

16 mm movie projector
film strip projector
record player

Publications

American Opinion. Issue on Tijerina, article by Chavez and Gonzales.

Con Safos. Los Angeles, Calif.

El Espejo. Quinto Sol Publications.

El Grito. Quinto Sol Publications.

El Malcriado. Farm Workers Press, Delano, Calif.

Local Chicano movement paper. (contact the Chicano Press Association.

Records

Bronze Records Artists, Inc.
"Marcha De Delano"

Hurricane Records, Albuquerque, N.M.
"El Corrido Do Rio Arriba"

Thunderbird Records, Delano, Calif.
"El Esquibal"
"Huelga"
"I Am Joaquin"

Films

"Decision at Delano"

"I Am Joaquin"

"Reyes Tijerina"

"Salt of the Earth"

"Teatro Compesino", N.E.A.

"The Mexican American", (Ricardo Montalban movie)

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"The Mexican American Invisible Minority"

"Westside Blow-up, Crusade for Justice". from Denver, Colo., or Commission on Community Relations, Denver, Colo.

Film Strips

"La Raza"

Non-published Materials

Barrio or Community studies from other Teacher Corps projects. May be obtained from Adams State, U.S.C., or others.

General

English and Spanish dictionaries
Chicano Who's Who

Books listed on attached bibliography

Galarz, Mexican Americans of the Southwest.

Gonzales, Nancie, The Spanish American of New Mexico; A Heritage of Pride.

Heller, Celia. Mexican-American Youth: Forgotten Youth at the Crossroads.

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Lewis, Oscar. Five Families.

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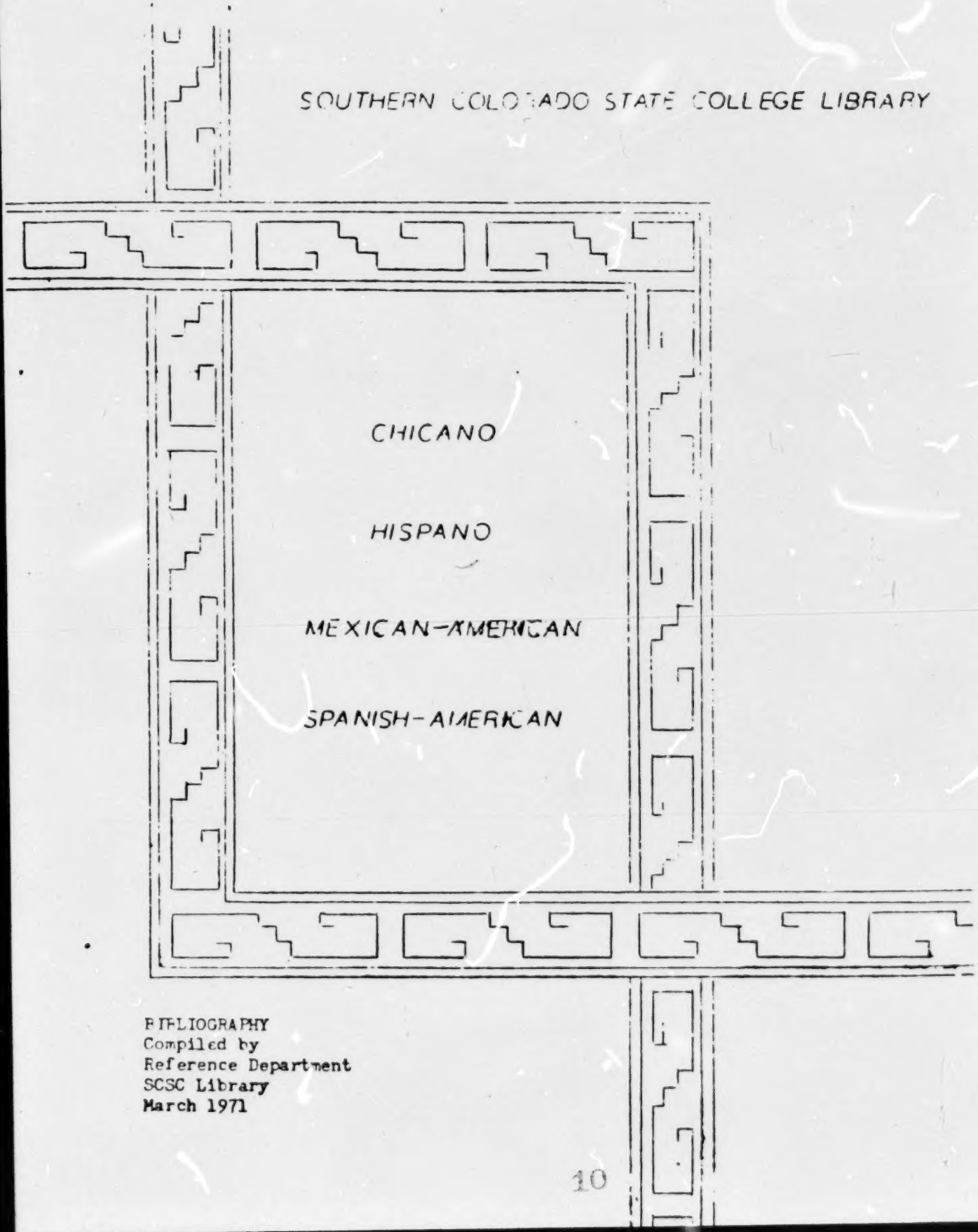

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VERTICAL FILE

For information concerning reading and the disadvantaged child, consult the following subject headings:

Socially handicapped children - Education.
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To locate material published by the government check the Monthly Catalog of United States Government publications index under the following subject headings:

Children
Youth
Reading

PERIODICAL INDEXES

Much more information may be found by using the following periodical indexes and the selected headings given below.

Per. The education index. Jan. 1929- N.Y., Wilson.

Culturally deprived - Education.
Culturally deprived, Teachers for the.
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